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ABSTRACT

To provide an introduction to a career in vocational teaching, a model developed in the Teacher Assistant Training Project at Clackamas Community College in Oregon is presented for recruiting, training, and placing technically competent community college students as teaching assistants to secondary school vocational education teachers. Project objectives and program benefits are outlined. Proposed functions of catalysts in the program, the project coordinator, counselors, and administrators are described. Suggested advisory committee members, responsibilities of the project coordinator, methods of selecting participants, and proposed courses for participants are outlined. Directions for surveying participating college students and participating secondary school personnel and students are also presented. Appendixes comprise two-thirds of the report and present materials used in the model: course outlines, procedures for selection of students, recommendation form, guidelines to the college student in the proposed education course, pre- and post self-assessment for college students, teacher assistant's evaluation of the Teacher Assistant Training Project, guidelines for cooperating instructors, cooperating instructor's evaluation of teacher assistants, cooperating instructor's evaluation of Teacher Assistant Training Project, and student evaluation of teacher assistant. The final report, "Teacher Assistant Training Project," is available separately. (BL)

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ED146430

Prospectus

TEACHER ASSISTANT TRAINING PROJECT

Transport Model

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Clackamas Community College
Oregon City, Oregon 97045

June 1977

CE 013 598

TEACHER ASSISTANT TRAINING PROJECT

ABSTRACT

During the academic years 1975-1977, Clackamas Community College developed a model program for recruiting, training, and placing technically competent college students as teaching assistants to secondary school vocational education teachers. The program proved to be an effective and useful way of giving students an opportunity for an in-depth exploration in the career of vocational teaching. At the same time, the teacher assistants provided a needed support service to the secondary institutions involved.

The most important aspect of the Teacher Assistant Training Project was the opportunity provided advanced vocational students to try out a career program in the area of vocational teaching. The Teacher Assistant Training Project makes it possible for students to have direct involvement in the teaching profession. This experience in turn allows the vocational student to make a realistic decision based upon actual experiencewhether or not he or she wishes to enter a four-year teacher training institution with the intention of becoming a vocational teacher. Early in their career decision making time, they can also ascertain other routes to take to become a vocational teacher. The program at Clackamas Community College has already demonstrated that the Teacher Assistant Training Project approach clearly improves the interest and movement into vocational teacher education.

The project's success indicates that a career specialization program such as this is a viable approach to decision making for vocationally oriented students who have awakened to an undiscovered aptitude and interest in the field of vocational teaching.

PROSPECTUS OBJECTIVE

A. Provide information to Oregon Community Colleges on the transport model, "Teacher Assistant Training Project", in order that the program may be adopted for the training of students in vocational teacher education.

B. Consultation and information may be obtained from:

Clackamas Community College
Teacher Assistant Training Project
John Bohan, Project Coordinator
19600 South Molalla Avenue
Oregon City, OR 97045

Phone 656-2631

PROJECT GOAL

The Teacher Assistant Training Project will provide an introduction to a career in vocational teaching for vocational/occupational students.

PROJECT OBJECTIVES

A. To establish the method of recruitment which provides motivation for potential teachers of vocational education to enter the project.
    1. Make the community college occupational student aware of the project.
    2. Facilitate the participation of the student in the project.
    3. Screen potential students who are advanced in a technical area, and are recommended by an advising instructor in their particular area.
    4. Make the project more available with particular emphasis on women and minorities.

B. To formulate the content and stabilize the method of training which has provided pre-professional preparation for potential teachers of vocational education by:
    1. The addition of input from the cooperating high school personnel;
    2. Increasing the coordination of course content between class work and placement;
    3. Continuing the further development of a classroom experience from which the student learns:
        a. The ways one may become a vocational education teacher;
        b. The employment opportunities for teachers of vocational education;
        c. The responsibilities of teachers of vocational education;

d. Basic teaching skills and basic learning theories applicable to a practicum experience.

e. Combination of existing education classes to provide multiple education base for basic, career, and vocational education

C. To specify procedures related to placement:

1. Examine and pursue innovations in arrangements of placements for practicums.

2. Continue coordination of the project between community colleges and secondary schools to provide maximum benefits to both the teacher assistant and the supervising instructor.

D. To improve the vocational education experience of both the Teacher Assistant and the high school student who is in contact with the TA by:

1. Realize that the Teacher Assistant's knowledge of the subject improves through the experience of teaching others;

2. Allowing the Teacher Assistant to experience vocational teaching firsthand;

3. Facilitating the Teacher Assistant's entrance into the vocational teaching field through cooperation with the four year teacher training institutions.

E. To alleviate the vocational teacher shortage for career and occupational education programs in secondary schools and community colleges, and to upgrade teacher qualifications in vocational education.

PROGRAM BENEFITTS - The threefold interaction aids:

A. Students involved in the training project;

B. High school vocational education students and teachers;

C. Community colleges in their efforts to develop a mechanism to help vocational education students decide whether or not to enter vocational teaching as a career choice.

PROJECT COORDINATOR

The Teacher Assistant Training Project coordinator is the keystone upon which the program should be built. It is felt that without a central focal point, the project does not have the potential to be a force in the educational system and courses that are now available to the vocational student.

It is felt that the coordinator should be a member of the education department in each community college, as this seems to be the major focus where identity of the program would be most viable.

Teaching methodology is the basis upon which the foundation of the education courses should be laid. During the formative years of the project, supervising instructors in the secondary schools felt that methodology was a weak point in the structure. The students are required to have a positive recommendation from an instructor in their major vocational area, so each student should have measureable skills in the vocational field. Passing this information on to secondary school students in the form of basic teaching and communication procedures is a most difficult process for a beginning education student to master. By following recommended procedures, the students in the two courses associated with the Teacher Assistant Training Project were able to put into practice many of the basic processes associated with teaching.

In Ed 210, Introduction to Vocational Teaching, the processes and methodology discussed and used in the classroom included:

A. Interaction - Key to effective teaching

B. Types of teaching-learning interactions

C. Aim and motivation

D. Questioning

E. Demonstrations and how to use them

F. Audio-visual aids

G. Evaluating the interaction

H. Grading

These basics were covered in the one hour seminar which is held on campus each week. Also included in the class time was a period of discussion of problems and other observations that occured each week. This seminar was combined within the existing structure of the Education Department at Clackamas Community College. The inclusion was a class, Ed 209, which is a practicum and seminar for beginning education students, who are mainly in elementary and secondary education. This combination was very effective, as it helps open the area of career education to all beginning teachers. With the give and take of discussions in all areas of education, the students realize that their problems are not unique to their own areas. The same types of problems occur in all grade levels, and in all types of education. Many of the basic principles apply to all situations

In the other class associated with the program, Ed 199, Introduction to Instructional Techniques and Mthods for Occupational Teachers, the basics were dealt with in more depth and detail. Other additions are made also, as the course is designed to help a beginning occupational student to identify, plan for, and implement effective instruction. Included were the areas of curriculum, instruction, and evaluation. Working within the present community college structure and curricula which is already instituted is of great importance. If courses are being offered in teacher education, dilution of the present classes will almost surely result from instituting new classes, as this will take students away from the present ones. If there are no courses present in

the curricula for teacher education, this project is very valuable for that implementation. In many cases, the present classes need only be slightly modified for inclusion of the program.

Vocational teacher education is a logical extension for many community colleges, and this project can be the optimal way to institute it. A logical progression is assumed whereby a community college could offer basic education courses and vocational training to a student, the student could pursue further higher education at a four year university, and then move back into a particular geographical area to upgrade and enhance vocational education in that area. The instructor could then have their students who are so inclined and appear to have the aptitude to teach, move into the community college in a particular vocational curriculum and thus begin the process again. This is a relatively long term involvement, but it is felt that this typre of program could enhance the educational aspects of all involved parties: the individual student; the community; the community college; and the four year university.

FOR COUNSELORS AND ADMINISTRATORS

The Teacher Assistant Training Project is a self-at-work exploration project. The opportunity for vocational students to try out a career program in the area of vocational teaching is the most important aspect of the program. To have direct involvement within the teaching profession early in the educational career may ease the student's pressures in pursuit and choice of a life goal.

With the increased needs developed in our society for educated workers, to compete in the technological age, comes a heightened urgency for the placement of well qualified, well adjusted teachers. An evaluation of the teacher role may fill the student self-image as one providing opportunities for self-expression, leadership, and fulfillment, as well as an interesting experience and interaction with others. Thus job satisfaction along with self-conceptual realization may bring together a new dimension of wholeness early in the educational studies of an individual.

To realize the combination of the economic/psychological person into wholeness, a united duality of academic/vocational counseling is needed in the Teacher Assistant Training Project. More often vocational areas need vocational counseling, per se; and in fact the combining of the counseling is often deferred. But now comes the meeting of the two. This broadened conceptual frame of academic/vocational counseling is necessary to inform the student who desires to pursue a vocational teaching position. Today's young thinkers are, in the main, placing real wealth in the minds of the creative and the imaginative individual and not in societal goods and materials. The student's understanding of committment to a vocation, when complex change is the nature of the

culture, demands a willingness to enhance goal fulfillments through the needs of many years of education. Students are concerned in the consideration of their probable occupational lifespan and job satisfaction. Whereas work was once believed to be primarily productive, the work force has now moved more to the distributive and service occupations. The significant factor in our changed society is that education must now link the individual and work to find a place in that society. Various ways of helping student exploration of the self-concept are manifested in the Teacher Assistant Training Project. In conjunction with the counselors, students choose courses, activities, and work sites in which the student may find opportunities to see that the preferred role does indeed suit them, and to discuss their use and evaluation of the teaching experience as they participate. Self-assimilation and self-acceptance may be achieved through class experiences with the self-at-work concept. Student tentative choice permits the counselor to estimate the individual developmental patterns (e.g., interest, capacities, values) into a realistic choice.

Our emphasis on early experience within the college preparation to provide role models which facilitate the development and implementation of a work-self-concept is directed at the multipotentiality of the individual. The varied aptitudes, attitudes, and skills considered by the counselled student, added to the current occupational and academic information gives focus to the student's self-concept as a teacher. In the developmental choice pattern, an expanse of sampling of educational programs are encouraged prior to choice. Then choice, entry, and adjustment counselling help to define the student's life goals, not only occupational goals, into the culmination of personal satisfaction for the

total activity of one's life. This experience, in turn, allows the vocational student to make a realistic decision based upon actual experience as to whether to enter a four-year institution with the intention of becoming a vocational teacher.

Counselor recruitment may provide motivation for potential teachers of vocational education to enter the program. The employment opportunities for teachers of vocational education are varied. Within the state of Oregon, the credentials for teaching vocational education may be obtained without a four year teaching degree. However, the demand for degreed instructors is increasing at a great rate and this is another aim of the Teacher Assistant Traing Project. Education course which are transferrable are a built in component of the program and thus enhance the image of the project.

The furtherance of education can only be fulfilled by repeated renewal into the quest of seeking out, and /or culling out, the student teacher. The well planned, carefully chosen vocation suited to one's personality, interest, and ability constitutes an important factor in meeting the need of individual security, self-conceptual realization, and job satisfaction while contributing to personal/social/societal educational advancement.

PERSONS AND PROCEDURES

I. Advisory Committee - An Advisory Committee including curriculum experts will offer recommendations. It is proposed that the committee consist of:

   A. Selected high school personnel who serve as supervising instructors;

   B. Participating high school hiring personnel;

   C. The Intermediate Education District vocational director;

   D. A high school vocational director;

   E. OSU School of Education staff member;

   F. State Department of Education staff member;

   G. Community college Dean of Instruction;

   H. Student representation;

   I. Project coordinator (Ex-officio)

II. Project Coordinator - The coordinator will be responsible for:

   A. Identifying and developing training locations for Teacher Assistants;

   B. Scheduling the Teacher Assistants at local high schools;

   C. Overseeing the supervision by high school supervising instructors of the Teacher Assistant trainees;

   D. Increasing the awareness and involvement of local high school personnel;

   E. Coordinating efforts by community college vocational instructors and counselors in identifying and selecting vocational/occupational students who are qualified and interested in becoming a Teacher Assistant;

F. Working with the State Department of Education, Oregon State University and local Intermediate Education Districts to develop a strong orientation program for high school teachers and counselors to share the value and function of a Taecher Assistant Training Project;

G. Teaching the basic education courses;

H. Evaluating the project in terms of the continued goals and objectives of the project.

III. Participants (Teacher Assistants)

A. Method of selection - Students interested in participating in the project shall submit their names to the project coordinator along with a recommendation from the community college instructor in his/her major area of study. The instructors' recommendation shall include assurance of the student's competence in subject area, the students' interest in teaching, and the ability to communicate ideas clearly. The student should be in the advanced classes of a major curriculum or be verified as competent by an appropriate recommending agent. Other students may be recruited out of industry who are looking for a career change. Vocational teaching may be one avenue to explore for them and the Teacher Assistant Training Project could be the vehicle for this exploration. Vocational certification is possible with full time work experience in the state of Oregon, and this project is an ideal method to pursue such a change. Recommendation would be from an appropriate recommending agent.

B. Classroom phase - Two courses

1. Ed 199 - Introduction to Instructional Techniques and Methods for Beginning Occupational Teachers. A course designed to bring basic teaching practices into focus along with lesson planning and communication procedures.

2. Ed 210 - Introduction to Vocational Teaching. A one hour seminar per week and a minimum of 150 hours in the secondary classroom. The seminar consists of basic methodology and introduction to educational procedures. The Teacher Assistant phase consists of the TA accomplishing selected tasks as defined by the supervising instructor and the project coordinator.

C. Benefits to participants

Students receive three credits for sucessful completion of Ed 199 and six credits for successful completion of Ed 210. Credits are transferrable to teacher training educational institutions such as Oregon State University. The Teacher Assistant will also gain from the first-hand knowledge of whether they wish to pursue teaching as a career goal early on in their educational endeavors.

SURVEY OF PARTICIPATING STUDENTS

1. Give pre- and post-tests to participating students to determine changes in their understanding of the career of vocational/occupational teaching and the significant factors in their career choice as an informed act.
2. Survey the participating students to determine any change in their desire of actual plans to pursue a career in teaching vocational/occupational education based upon their experience with the Teacher Assistant Training Project.
3. Survey the participating students to gather reactions to the model from their personal needs situation, for instance: suggestions for improvements, work station analysis, and evaluation.
4. Survey aprticipating students to determine their personal response to the accomplishment of the project's objectives.

SURVEY OF SECONDARY SCHOOL PARTICIPANTS

1. Survey the administration of participating schools to determine their reaction to the program.
2. Survey the participating supervising instructors to determine their reaction to the program.
3. Survey the high school students who participated as to their conception of the Teacher Assistants.

APPENDICES FOR TRANSPORT MODEL

Appendix A:	Course outlines
Appendix B:	Procedure for selection of students
Appendix C:	Reccommendation form
Appendix D:	Guidelines to the college student in ED 210
Appendix E:	Pre and Post Self-Assessment for College Students
Appendix F:	Teacher Assistants Evaluation of the Teacher Assistant Training Project
Appendix G:	Guidelines for Co-operating Instructors
Appendix H:	Co-operating Instructors Evaluation of Teacher Assistants
Appendix I:	Co-operating Instructors Evaluation of Teacher Assistant Training Project
Appendix J:	Student Evaluation of Teacher Assistant

INFORMATION SHEET

TEACHER ASSISTANT TRAINING PROJECT

The Teacher Assistant Training Project is in its second year at Clackamas Community College. It selects occupational/vocational students who are in the later stages of their community college studies for a course in basic teacher education. The course will provide basic teaching methodology and information of career education as it pertains to the State of Oregon. The student is placed as a Teaching Assistant in an area high school vocational education course under a supervising teacher. Here they will obtain practical on-the-job training, and from this decide if this is a career they care to pursue.

The project can accept up to 30 students. The student will obtain nine hours of credit: three for the methodology class and six for the field experience. The field experience will consist of 15 hours per week in a classroom in an area high school. The student will receive $50 for travel expenses during they time they are out in the field.

Students who apply must be advanced in their technical area and will be asked to provide a recommendation from the appropriate instructor in their field of study.

The experience offered by this project is advantageous to the student in a variety of ways. First, it will provide an in-depth look at the field of vocational education as a career and the opportunities that exist in the field. Second, it will provide a basis for students who go into industry to become on-the-job trainers. Third, the student will have some education credits for continuing in vocational teacher training. Forth, the student will make new contracts which may provide a source for recommendations regarding skills useful in job hunting.

The project also offers benefits to the participating high school. Although the high school instructor will spend time working with the Teacher Assistant, the in-class help provided by the assistant should be worthy of the instructor's time. The presence of the assistant in the classroom provides for more individual attention for the high school students. In addition, the close interaction of the community college trained student with a high school instructor should promote greater understanding between vocational training programs in the high school and in the college, beneficial for articulation between these institutions.

If you have any questions or need further information, please call John Bohan, Project Coordinator, Extension 348, 656-2631, or stop at the office, Orchard Center 125.

JB:11-76

Trade & Industrial - Ag - Home Ec - Business

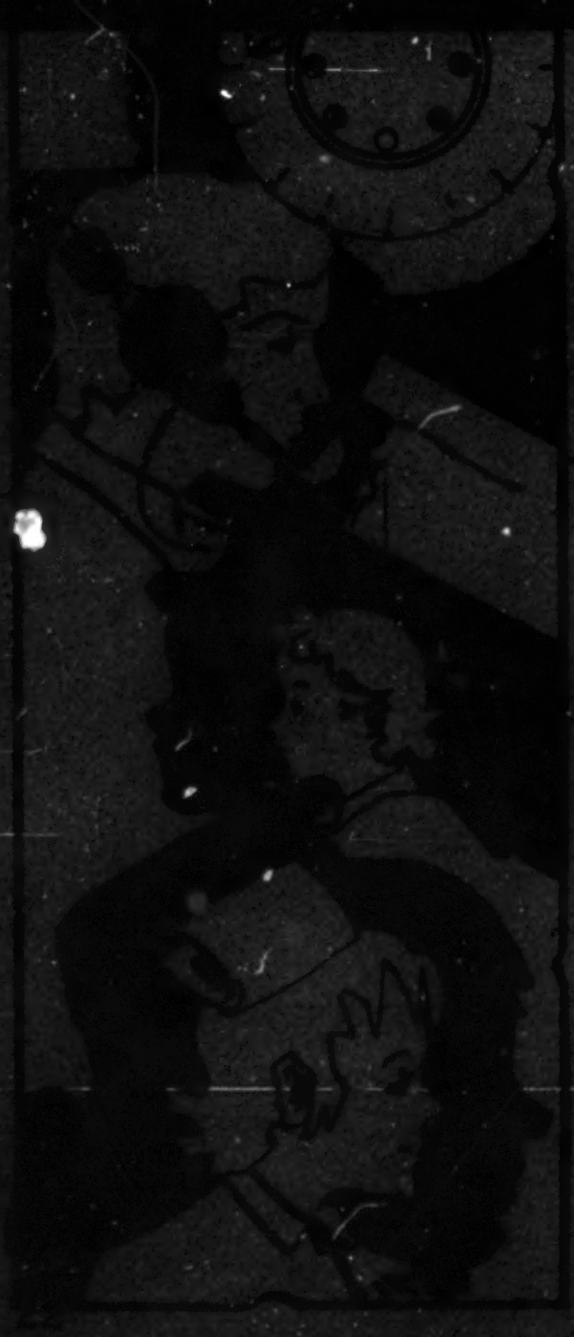
STUDENTS

Take a LOOK

at TEACHING

The Teacher Assistant Training Project will give you

- 9 hours of credit



- $50.00 per quarter - Travel Expense
- Supervised teaching experience
- Knowledge of career opportunities in vocational education
- Additional skills to offer an employer

↳ for further information, contact John Bohan, project coordinator
Office: Orchard Center 125
Ext. 304, 656-2631

CLACKAMAS
Community College

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR. 97045

DIV.HLTH.,P.E.,HUM.SERV.

COURSE TITLE: INTRODUCTION TO INSTRUCTIONAL TECHNIQUES AND METHODS FOR OCCUPATIONAL TEACHERS

INSTITUTION: Clackamas Community College

COURSE NO. ED 199

OUTLINE DEVELOPED BY: John F. Bohan

CREDIT HOURS 3

TYPE OF PROGRAM: Transfer

DATE: _____

Course Description:

This course is designed to introduce and assist the beginning occupational teacher identify, plan for, and implement effective instruction. Areas of emphasis will be curriculum, instruction, and evaluation.

Course Objectives: The student will be able to identify and demonstrate beginning competencies to:

1. Construct curriculum that is relevant and analytical to occupational education
2. Identify, evaluate, adapt, and determine instructional materials and methods of presentation
3. Identify and apply measurement instruments as applicable to occupational education.

Length of Course: 1 Term- A minimum of 33 class hours

Prerequisite: None. Recommended for persons beginning employment as occupational teachers.

Required Text: None.

Suggested References:

Mager, Robert F., Preparing Instructional Objectives; Fearon Publishers, Palo Alto, CA, 1962

Mager, Robert F., and Beach, Kenneth M., Jr., Developing Vocational Instruction, Fearon Publishers, Palo Alto, CA, 1967

Mager, Robert F., Developing Attitudes Toward Learning, Fearon Publishers, Palo Alto, CA, 1968

Mager, Robert F., Goal Analysis; Fearon Publishers, Belmont, CA, 1972

ED 199 - Introduction to Instructional Techniques and Methods for Occupational Teachers

Student Assignment Outline

Course Description - This course is designed to introduce and assist the beginning occupational teacher identify, plan for, and implement effective instruction. Areas of emphasis will be curriculum, instruction, and evaluation.

Course Objectives - You will be able to identify and demonstrate beginning competencies too:

1. Construct curriculum that is relevant and analytical to occupational education.

2. Identify, evaluate, adapt, and determine instructional materials and methods of presentation.

3. Identify and apply measurement instruments as applicable to occupational education.

Course Content

Curriculum — 12 Hours

1. Educational objectives
2. Developing a course outline
3. Defining content from objectives
4. Establishing performance standards

Instruction — 12 Hours

1. Analyzing and sequencing learner behavior
2. Selection of learning materials and resources
3. Instructional tactics (Classroom and laboratory)
4. Writing lesson plans
5. Individualizing instruction
6. Identifying and handling learning needs of individuals

Evaluation — 6 Hours

1. Evaluation - Modern measurement methods
2. Writing tests which measure objectives
3. Constructing by the teacher - performance tests
4. Using performance tests
5. Instructional supervision/strategy

EVALUATION

Participation and attendance during class will be part of the final grade. A Mid-term and fianl test consisting of essay type questions relative to the objectives of the class will also be used for evaluation.

CLACKAMAS COMMUNITY COLLEGE
Oregon City, OR 97045

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COURSE TITLE: PRACTICUM - INTRODUCTION TO VOCATIONAL TEACHING

INSTITUTION: Clackamas Community College

COURSE NO. ED 210

OUTLINE DEVELOPED BY: John F. Bohan

CREDIT HOURS 6

TYPE OF PROGRAM: Transfer

DATE: _____

Course Description:

An observation and experience practicum to acquaint vocational students with the role and responsibilities of vocational education teachers, and to develop awareness of techniques and skills required for vocational instruction. The student will function as a teacher aide to the cooperating instructor.

Course Objectives - The student will:

1. Actively observe and identify ways to promote learning.
2. Become involved in classroom activity.
3. Assist the supervising instructor in some or all of the following ways:
    a) Planning instruction for individuals and groups
    b) Correcting papers
    c) Teaching individuals and small groups
    d) Locating materials and supplies
    e) Record keeping, attendance, inventory
    f) Supervising seatwork (station work)
    g) Sharing in room clean up, light, heat, and space control
    h) Evaluating individuals and groups

Length of Course: 1 term - 165 hours or more, consisting of 15 lab hours and 1 seminar hour per week.

Prerequisite: Acceptance in the Teacher Assistant Training Project

Required Text: None

ED 210 - Introduction to Vocational Teaching
Student Assignment Outline

Education 210 is an observation-experience practicum and seminar to acquaint vocational students with the role and related activities of vocational teachers and to develop awareness of techniques used when working in the classroom setting.

The course has two parts:

1. Observation and involvement in the vocational classroom activities for a total of 150 hours.

2. A seminar studying some education theories, instructional techniques, and using group interaction to discuss teaching situations that arise in different school situations.

Week 1 - CLASSROOM OBSERVATION AND RECORDING

Observe secondary classrooms. Report on the observation. Use report to evaluate group techniques and methodology used in classroom and laboratory situations.

Week 2 - INTERACTION - KEY TO EFFECTIVE TEACHING

Teacher roles - Variables affecting that role.

Week 3 - TYPES OF TEACHING-LEARNING INTERACTIONS

Class meeting
Lesson plan

Week 4 - AIM AND MOTIVATION

How students learn
Types of motivation

Week 5 - HUMAN BEHAVIOR AND LEARNING PROCESSES

Perceptual Development
Jerome S. Bruner
Jean Piaget
Robert Mager

Week 6 - QUESTIONING

Good and bad questions
Question presentations

Week 7 - DEMONSTRATIONS

Use of demonstrations
Advantages and limitations

ED 210 - Continued

Week 8 - AUDIO-VISUAL AIDS

What are they and why to use them
Advantages and limitations

Week 9 - EVALUATING THE INTERACTION

Types of evaluation
Functions of a written examination

Week 10 - GRADING

Alternatives for grading and evaluation

COURSE EVALUATION

Participation and attendance at the weekly seminars will be a major factor in the final grade. Your supervising teacher in the practicum site will also be consulted for their evaluation in the grading process. Included in their evaluation will be: Abilities and Work Habits; Attitude and General Cooperation; and Personal Competencies.

PROCEDURE FOR SELECTION OF STUDENTS

I. Explain project to student.

   A. Time committment

   B. Competencies required

II. Interview student to ascertain

   A. Background experience

   B. Interest in teaching

   C. Ability to communicate

III. Get names of appropriate recommending agent from student.

IV. Contact recommending agent.

   A. Phone call to explain

   B. Recommendation form sent

V. Make a judgement based on information gathered.

VI. Advise student of their status

TEACHER ASSISTANT TRAINING PROJECT

Name _____ Date _____

Please comment on the above student's skill or skills in_____ area and also add any additional comments you think would pertain to the student's ability to function in the Teacher Assistant Training Project.

_____

Signature

GUIDELINES TO THE COLLEGE STUDENT IN ED210

1. Attend class daily and on time, as per your commitment. Your supervising instructor is depending on you. If you must be absent, early notification to your supervisor is most important. When possible, a minimum of one day's notice should be given. Tell your teacher or call the school office and leave a message. Contact your college supervisor as well.

   Personal illness or an emergency in your immediate family are considered valid reasons for an absence. Personal business of any kind is not an excusable absence.

2. Participate in activities as negotiated with your supervising instructor.

3. Attend seminars regularly.

4. Report any problems or conflicts you experience to you college supervisor immediately.

5. Your high school supervising teacher is not being paid to work with you--your presence should be such that it compensates him for his training he provides for you.

6. You are expected to observe situations which demonstrate:
   a) Cognitive development of students
   b) Affective development of students
   c) School as a social system
   d) Cultural diversity
   e) Learning and instruction
   f) Classroom behavior

7. You are required to:
   a) Tutor one or several students under the classroom teacher's supervision
   b) Aide small groups with learning tasks
   c) Perform routine duties such as attendance, equipment management, set up inventory, record keeping
   d) Plan and carry out instruction for individuals and groups
   e) Correct papers
   f) Locate materials and supplies
   g) Supervise seat work or station work
   h) Share in room clean up, light, heat, and space control
   i) Evaluate individuals and groups

SELF ASSESSMENT

Consider each statement. Then rate yourself on the scale which follows according to how you regard your present ability to do what the statement says. For example, look at statement #1, if you presently know all the ways one can become a teacher of vocational education in High School or Community Colleges, circle the 5. If you don't know any of the ways, circle one. If you think you sort of know some mark 2, if you are sure you know some, mark 3 and so on for each statement.

1. I can identify the ways to become a teacher of vocational education in high schools or community colleges in Oregon:

None		Some		All
1	2	3	4	5

2. I can identify employment opportunities for teachers of vocational education.

None		Some		All
1	2	3	4	5

3. I can identify the characteristics of the work of teachers of vocational education.

None		Some		All
1	2	3	4	5

4. I can describe ways to plan instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5

5. I can describe ways to execute instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5

6. I can describe ways to evaluate instructional activities in a vocational education program.

Not at All				Entirely
1	2	3	4	5

7. I can describe the dynamics of human relations involved in the teaching learning process.

Not at all				Entirely
1	2	3	4	5

8. I am prepared to function as a teacher assistant in a high school vocational program.

Not at All		Some		Fully
1	2	3	4	5

9. I am interested in becoming a vocational teacher.

Not at All		Somewhat		DefiHitely
1	2	3	4	5

Comment briefly on what you hope to get from this class.

How did you first learn about the project?

SELF ASSESSMENT

Consider each statement. Then rate yourself on the scale which follows according to how you regard your present ability to do what the statement says. For example, look at statement #1, if you presently know all the ways one can become a teacher of vocational education in High School or Community Colleges, circle the 5. If you don't know any of the ways, circle one. If you think you sort of know some mark 2, if you are sure you know some, mark 3 and so on for each statement.

1. I can identify the ways to become a teacher of vocational education in high schools or community colleges in Oregon:

None		Some		All
1	2	3	4	5

2. I can identify employment opportunities for teachers of vocational education.

None		Some		All
1	2	3	4	5

3. I can identify the characteristics of the work of teachers of vocational education.

None		Some		All
1	2	3	4	5

4. I can describe ways to plan instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5

5. I can describe ways to execute instructional activities in a vocational education program.

None		Some		All
1	2	3	4	5

6. I can describe ways to evaluate instructional activities in a vocational education program.

Not at All				Entirely
1	2	3	4	5

7. I can describe the dynamics of human relations involved in the teaching learning process.

Not at all				Entirely
1	2	3	4	5

8. I am prepared to function as a teacher assistant in a high school vocational program.

Not at All		Some		Fully
1	2	3	4	5

9. I am interested in becmming a vocational teacher.

Not at All		Somewhat		Definitely
1	2	3	4	5

Briefly evaluate this class. In your evaluation consider the following: 1. What should this course do for its students, 2. How well did this course do those things for you? 3. What could be done to improve this course?

TEACHER ASSISTANTS EVALUATION OF THE TEACHER ASSISTANT

TRAINING PROJECT

RECRUITMENT:

1. What was your purpose in entering the project?

2. Identify any problems you encountered in entering the project.

FIELD EXPERIENCE:

1. Did your knowledge of your subject improve teaching others?

Not at all		Somewhat		Very Much
1	2	3	4	5

2. Did your presence in the classroom improve the educational experience of the secondary student?

Not at all		Somewhat		Very Much
1	2	3	4	5

3. Did your field experience increase your awareness of the work of the vocational teacher?

Not at all		Somewhat		Very Much
1	2	3	4	5

4. Did your field experience and seminar increase your awareness of the opportunities in teaching vocational education?

Not at all		Somewhat		Very Much
1	2	3	4	5

5. List the most significant aspects of your field experience. The most important things you did, the most important things you learned.

Teacher Assistants Evaluation of the Teacher Assistant Training Project

OVERALL EVALUATION OF THE PROJECT:

1. Rate your overall reaction to the Teacher Assistant Training Project as a means to explore the career of vocational teaching.

Unuseful		Useful		Very Useful
1	2	3	4	5

2. Rate the project co-ordinator's performance.

Not Helpful		Helpful		Very Helpful
1	2	3	4	5

3. Have your occupational aspirations been enlarged by this experience?

Not at all		Somewhat		Definitely
1	2	3	4	5

4. Has this project changed your educational goals? Yes No

   If yes, How?

   If no, explain briefly.

5. How likely is it that you will pursue a career in vocational teaching?

Not at all		Somewhat		Very
1	2	3	4	5

6. How helpful has the project been in your process of deciding whether or not to pursue a career in vocational teaching?

Not at all		Somewhat		Very
1	2	3	4	5

Please make any comments you have regarding any part of the project or any of the personnel involved.

CLASSROOM EXPERIENCE

1. The following were the issues covered in the Ed 199 course. Rate the importance of each in relation to your Teacher Assistant experience.

   A. Organization of education in Oregon.

Teacher Assistants Evaluation of the Teacher Assistant Training Project

B. Writing Performance Objectives, Developing Lesson Plans, Planning for Instruction.

Not Important		Somewhat		Important
1	2	3	4	5

C. Methods of Instruction: Group, Individual, A.V., Youth Groups.

Not Important		Somewhat		Important
1	2	3	4	5

D. Testing and Evaluation, Identifying Students with special needs, class control.

Not Important		Somewhat		Important
1	2	3	4	5

E. Human Relations in Education.

Not Important		Somewhat		Important
1	2	3	4	5

F. Philosophy of Vocational Education.

Not Important		Somewhat		Important
1	2	3	4	5

G. Certification Requirements for Vocational Teachers.

Not Important		Somewhat		Important
1	2	3	4	5

2. List those issues you think need to be added to or should receive more emphasis for the Fall Quarter education course.

3. List any issues you think should be omitted or de-emphasized from the Fall Quarter course.

4. Other comments.

TEACHER ASSISTANT TRAINING PROJECT

To the Co-operating Instructor

The Teacher Assistant Training Project of Clackamas Community College is now entering it's second year. It has been designed with several purposes in mind. First, the intent was to encourage vocational students at the college to explore their interest in the area of vocational teaching as a career. Second, the intent was to provide valuable and competent teacher assistants for vocational teachers in the county high schools. The teacher assistants selected for the project have had to establish their competency in their vocational areas through recommendations or endorsements of their skills by instructors. In addition, they have sucessfully completed a basic teacher education course on the college transfer level.

It is the intention of the project that the Teacher Assistant will provide you with a service in return for the opportunity you are offering them. They will provide you assistance in your class while you provide them with expertise in teaching skills. The Teacher Assistant is required to be in class fifteen hours per week which should provide adequate time for a co-operative experience to develop.

The following guidelines are suggestions as to the kind of experiences we expect to be available to the Teacher Assistant. Specific and routine activities should be established at the outset of the field experience in consultation with the college supervisor, college student, and co-operating instructor.

The college supervisor is John Bohan, Teacher Assistant Training Project Co-ordinator at Clackamas Community College. Phone: 656-2631, Extension 304. Please feel free to call at any time if problems develop.

Guidelines to Co-operating Instructors:

Teacher Assistant Field Experience

1. Provide opportunities for the college student to observe teaching activities by pointing out situations in the classroom which demonstrate:

    a) Cognitive development in students
    b) Affective development in students
    c) School as a social system
    d) Cultural diversity
    e) Learning and instruction
    f) Classroom behavior
    g) Other situations you perceive as relevant to instruction

2. Provide opportunities for the college student to tutor a student or several students under your direction

3. Provide opportunities for the college student to aide small groups of students with learning tasks.

Co-operating Instructor; (Cont.)

4. Work with the college supervisor to complete an evaluation of the college student's performance for the period spent in your class.

5. To provide additional experiences for the college student as agreed to by the college supervisor, the student, and yourself.

   Possible activities may include but not limited to:
   a) Planning and carrying out instruction for individuals and groups
   b) Correcting papers
   c) Locating materials and supplies
   d) Record keeping, inventory, attendance
   e) Supervising seat or station work
   f) Sharing in room clean up, light, heat, and space control
   g) Evaluating individuals and the group

6. To give an evaluation of the effectiveness of the Teacher Assistant Training Project.

CO-OPERATING INSTRUCTOR'S EVALUATION OF TEACHER ASSISTANTS

1. In which of the following ways did your Teacher Assistant function? Rate his or her performance.

A) Planning instruction for individuals and/or groups

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

B) Correcting papers

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

C) Instructing individuals and/or groups

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

D) Locating materials and supplies

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

E) Recordkeeping, attendance, inventory

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

F) Supervising stationwork

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

G) Sharing in room cleanup, light, heat and space control

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

H) Other - Specify and rate

Yes No

Poor		Satisfactory		Superior
1	2	3	4	5

2. Rate your Teacher Assistant on the following competencies

A) Knowledge of subject matter

Poor		Satisfactory		Superior
1	2	3	4	5

B) Ability to work with you

Poor		Satisfactory		Superior
1	2	3	4	5

C) Ability to work with students

Poor		Satisfactory		Superior
1	2	3	4	5

D) Ability to identify with student's needs

Poor		Satisfactory		Superior
1	2	3	4	5

E) Ability to meet student's needs

Poor		Satisfactory		Superior
1	2	3	4	5

F) Attitude toward students, instructors

Poor		Satisfactory		Superior
1	2	3	4	5

G) Ability to communicate clearly

Poor		Satisfactory		Superior
1	2	3	4	5

H) Imagination and creativeness in the work with you and your students

Poor		Satisfactory		Superior
1	2	3	4	5

I) Dependability

Poor		Satisfactory		Superior
1	2	3	4	5

3. Overall, rate your Teacher Assistant in terms of performance in your classroom.

Poor		Satisfactory		Superior
1	2	3	4	5

4. Do you think your Teacher Assistant would be an effective vocational teacher? Why or why not?

5. Include any other comments that might be useful in assessing the Teacher Assistant's performance in your classes.

CO-OPERATING INSTRUCTOR'S
EVALUATION OF THE TEACHER ASSISTANT
TRAINING PROJECT

1. Do you think that the addition of Teacher Assistants in your classroom had an impact on the educational experience of your students? Rate that impact.

Detracted		No Impact		Improved Their Experience Considerably
1	2	3	4	5

Comment:

2. Do you think your Teacher Assistant gained in his knowledge through his experience in your class? Rate that change in knowledge.

No Change		Some		Very Changed
1	2	3	4	5

Comment:

3. How adequately prepared was your Teacher Assistant for his experience with you?

Poorly		Satisfactory		Very Well
1	2	3	4	5

Comment:

4. How well were you prepared and informed about the project before you made your committment to participate?

Not at all		Adequately		Well
1	2	3	4	5

Comment:

5. Rate your satisfaction with your Teacher Assistant.

Dissatisfied	Satisfied	Very Satisfied

Comment:

6. Rate your satisfaction with the Teacher Assistant Training Project in your school.

Dissatisfied		Satisfied		Very Satisfied
1	2	3	4	5

Comment:

7. Rate your willingness to participate in the project again.

Not Willing		Interested		Very Willing
1	2	3	4	5

Comment:

8. This project is experimental. In order to refine and improve it we would like specific comments which would be of help. Please comment on both the good and bad aspects of the project as you see it. Include any additions you feel should be made to the project to increase its effectiveness, or any parts you think could be omitted.

STUDENT EVALUATION OF TEACHER ASSISTANT

1. How helpful was the Teacher Assistant to you?

Not Helpful		Helpful		Very Helpful
1	2	3	4	5

2. How helpful was it to have the Teacher Assistant in your classroom?

Not Helpful		Helpful		Very Helpful
1	2	3	4	5

3. Did the Teacher Assistant contribute to your understanding of your course work?

Not helpful		Helpful		Very Helpful
1	2	3	4	5

4. Rate your Teacher Assistant on the following:

   A. Helpfulness with your learning

Poor		Satisfactory		Very Good
1	2	3	4	5

   B. Attitude toward you

Poor		Satisfactory		Very Good
1	2	3	4	5

   C. Ability to communicate ideas clearly

Poor		Satisfactory		Very Good
1	2	3	4	5

   D. Knowledge of his or her subject

Poor		Satisfactory		Very Good
1	2	3	4	5

The Teacher Assistant in your class took training at Clackamas Community College. Rate your opinion of Clackamas Community College as a result of your exposure to the Teacher Assistant.

Lowered		No Change		Raised
1	2	3	4	5

Make any additional comments you have regarding the Teacher Assistant in your classroom.